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ABSTRACT

This guide presents a list of writing skills that all students should know and be able to do at each grade level from kindergarten through sixth grade, as determined by the Idaho State Board of Education. It presents, grade by grade, a list of target skills and sample assessment methods. The guide also includes columns identifying three processes that a teacher takes the student through for each skill, allowing an "X" to be placed in the column next to the skill where it is expected to be introduced, reinforced, and/or finally placed in long-term memory. This is intended to help the teacher determine the lesson and amount of repeated practice that will help achieve mastery of the skill. Three thinking levels (factual, applied/analysis, and synthesis) are also identified in columns. These thinking levels may help the teacher develop an assessment to measure the skill in question. The guide is intended to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level. The guide will also help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. An appendix contains a scoring standard for kindergarten writing. (SR)

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Skills-Based Scope and Sequence Guide

Writing
Grades K-6

Target Skills
&
Sample Assessment Methods

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INTRODUCTION

The State Department of Education's Skills-Based Scope and Sequence Guide is organized around a list of skills that all students should know and be able to do at each grade level from kindergarten through sixth grade. This guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The purpose of this guide is to help build a basis for curriculum development, instructional strategy, and assessment practices, and provide consistency across the state in what is being taught and learned. Schools may wish to use the guide as a resource in developing and writing curriculum at the local level.

The guide has been developed as a scope and sequence by a team of teachers, parents, school board members, community representatives, patrons, and State Department of Education specialists. The listed set of skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. There are sample assessment methods included for teacher use.

How to Use the Skills Based Scope and Sequence Guide

The skills are identified by grade level starting at kindergarten then progressing through the sixth grade. The skills were selected based on knowledge of many classroom teachers, skills identified in scope and sequence charts of the textbooks on the State of Idaho textbook adoption list, skills measured on the Iowa Test of Basic Skills, skills measured on Idaho's direct assessments, and input from educators, patrons, and parents.

There are three processes that a teacher takes the student through for each skill. You will see an **X** placed in the column next to a skill where it is expected to be introduced, reinforced, and/or finally placed in long term memory. This helps the teacher determine the lesson and amount of repeated practices that will help achieve mastery of the skill.

Once the student achieves the skill the question is how to use it. We have identified three thinking levels for this ability. They are

called factual, applied/analysis, and synthesis. The teacher can now develop an assessment to measure the skill. The same three thinking levels may be applied to the assessment chosen by the teacher.

It is our desire that students will be taken through the skills in a logical consistent format. Some students will be able to master the information much faster and should be allowed to progress as fast as possible through the grade levels.

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Fine Motor Development										
1. Use preferred hand consistently during writing and drawing activities.		X	X		X		Teacher observation	X		
2. Grip writing tools correctly.	X	X	X		X		Teacher observation	X		
Pre-writing Development										
1. Demonstrate understanding of directionality of print by writing left to right and top to bottom.	X	X	X		X		Paper and pencil task			X
2. Demonstrate interest in personal writing and printed material by asking such questions as: What does that say? How do you spell ____?		X	X			X	Teacher observation			X
3. Draw picture of self which includes body, facial features, and arms and legs in relationship to other people and objects. (Provide extensive practice.)	X	X	X		X		Paper and pencil task; work-sample evaluation	X		X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Composing										
1. Write own first name using correctly formed upper and lower case letters.	X	X	X		X		Paper and pencil task	X		
2. Write at fifth stage on a kindergarten scoring standard (grouping letters with spaces between to resemble words) on such activities as journal writing or writing stories about a pictured event. (See attached Scoring Standard for Kindergarten Writing.)	X	X	X			X	Work-sample evaluation	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Background Knowledge										
1. Given a short, grade-level story, identify beginning, middle, and end.	X	X	X	X	X		Teacher observation	X		
2. Select an appropriate title for a grade-level story.	X	X	X	X	X		Teacher observation	X		
Drafting										
1. Write independently for twenty minutes to create such written responses as journals, letters, lists, stories, reports, poems, notes, thank-you notes, and other written responses.	X	X	X		X		Teacher observation	X		
2. Create a sentence from a word or phrase on a list.	X	X	X		X		Work-sample evaluation	X		
3. Rearrange five words into a statement or question with correct beginning capital and end mark.	X	X	X		X	X	Teacher observation	X		
4. Generate a list of five related terms to a self-selected topic.	X	X	X	X			Assessment of individual project	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Revising										
1. Independently edit and revise a document to score a 3.0 or higher on a first-grade scoring standard.	X	X	X			X	Assessment of individual project; student self-evaluation	X	X	X
Composing										
1. Write a response to a written prompt to score a 3.0 or higher on a first grade scoring standard.	X	X	X	X	X	X	Work-sample evaluation	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Drafting										
1. Write complete sentences related to a specific topic.		X	X		X	X	Work-sample evaluation		X	X
2. Use effective vocabulary to write complete sentences related to a specific topic in order to create mood and feeling for the reader.		X	X		X	X	Assessment of individual project		X	X
3. Space words appropriately within sentences.		X	X	X			Paper and pencil task	X		
4. Self-select topics and develop ideas by writing, speaking, and/or drawing.	X	X	X		X	X	Assessment of individual project		X	X
5. Write a first draft of a story that contains a beginning, middle, and end.		X	X		X		Work-sample evaluation		X	X
Revising										
1. Use revision strategies to add information and/or regroup ideas.		X	X		X	X	Student self-evaluation; assessment of individual project		X	X
2. Use revision strategies to edit for capitalization, punctuation, spelling, and complete sentences.		X	X		X	X	Student self-evaluation; assessment of individual project		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Composing										
1. Compose a written response to a prompt; independently edit and revise to score a 3.0 or higher on a second grade proficiency scoring standard.		X	X	X	X	X	Work-sample evaluation	X	X	X
2. Write a simple paragraph which includes a topic sentence, at least two supporting sentences, and a concluding sentence.	X	X	X		X	X	Work-sample evaluation		X	X
3. Write a thank-you letter (note) which includes the date, greeting, body, closing, and signature in appropriate format.	X	X	X		X	X	Work-sample evaluation		X	X
4. Write a paragraph using varied sentence beginnings.	X	X	X		X		Work-sample evaluation			X
Publishing										
1. Publish poems and stories with illustrations and share with others.	X	X	X		X		Free written response; teacher observation		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Revising										
1. Use proofreading and editing strategies to capitalize, punctuate, spell, complete sentences and paragraphs, and add or delete information.		X	X		X	X	Student self-evaluation; teacher observation		X	
2. Evaluate own writing using a scoring standard for third grade writing.		X	X		X	X	Student self-evaluation; teacher observation		X	X
Composing										
1. Write an expository (how to) paragraph related to a specific topic which includes a topic sentence, at least three supporting details, and a closing sentence.	X	X	X		X	X	Work-sample evaluation		X	X
2. Write a friendly letter using a standard format which includes the date, greeting, body, closing, and signature.	X	X			X	X	Work-sample evaluation		X	
3. Write original stories that use effective vocabulary to create mood and feeling for the reader.		X	X		X	X	Assessment of individual project		X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
4. Write a paragraph which includes a beginning, middle, and end, and incorporates varied sentence beginnings.		X	X		X		Work-sample evaluation		X	
5. Compose a written response to a narrative prompt; independently edit and revise to score at least 3.0 on a third-grade proficiency scoring standard.	X	X				X	Assessment of individual project; student self-evaluation		X	X
6. Write a friendly letter which includes a heading.	X				X	X	Work-sample evaluation		X	
Publishing										
1. Publish poems and stories with illustrations and share with others.		X	X		X		Free written response; teacher observation		X	X

Target Skills	Introduced	Reinforced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Revising										
1. Apply knowledge of Idaho's Direct Writing Assessment Fourth Grade Scoring Standard to edit, revise, and assess own writing.		X	X		X	X	Student self-evaluation; teacher observation		X	X
Composing										
1. Compose a descriptive paragraph which incorporates the following writing traits: content and organization, voice, mechanics and usage, and sentence fluency.	X	X	X		X	X	Work-sample evaluation		X	X
2. Write a friendly letter using a standard format which includes a heading, greeting (salutation), body, closing, and signature. (Heading will include street address, city, state, zip code, and date.)		X	X		X		Work-sample evaluation			X
3. Address an envelope which includes full names, street addresses, cities, states, and zip codes for addressee and return addressee.		X	X	X	X		Work-sample evaluation	X		

4. Compose a written response to a narrative prompt; independently edit and revise to score at least 3.0 on a fourth-grade proficiency scoring standard. (See Idaho's Direct Writing Assessment Fourth Grade Scoring Standard.)	X	X	X			X	Work-sample evaluation	X	X	X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Revising										
1. Apply Idaho's Direct Writing Assessment Fourth Grade Scoring Standard to peer edit, revise, and assess student writing. (Use fifth grade anchor papers.)		X	X		X	X	Student self-evaluation; teacher observation		X	X
Composing										
1. Write an expository paragraph that proficiently incorporates the following writing traits: content and organization, voice mechanics and usage, and sentence fluency. (Use Idaho's Direct Writing Assessment Fourth Grade Scoring Standard and fifth grade anchor papers.)		X	X		X	X	Work-sample evaluation		X	X
2. Write a descriptive paragraph which includes a topic sentence, specific supporting ideas, and a closing.	X				X		Work-sample evaluation			X

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Write a friendly letter using a standard format for heading, salutation, body, closing, and signature. (Audiences may include buddy readers, grandparents, and family members.)		X	X		X	X	Work-sample evaluation			X
4. Given business letters which include a heading, inside address, greeting, body, closing, and signature, identify as one of the following: request, complaint, opinion.	X	X		X			Check list	X		

Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
Drafting										
1. Incorporate transitions, conjunctions, voice, and mechanics appropriately in own writing.	X	X	X		X	X	Assessment of individual project		X	X
2. Define, identify, and use suffixes and prefixes in own writing.		X	X	X		X	Work-sample evaluation	X		
Revising										
1. Edit a written composition for meaning; discard sections which are irrelevant to topic.	X	X			X		Teacher-made test	X		
Composing										
1. Write descriptive, compare/contrast, and cause/effect paragraphs which include topic sentences, specific supporting ideas, and closings.	X	X	X		X	X	Assessment of individual project		X	X
2. Write an opinion and state as a topic sentence; support with at least two facts.		X	X		X	X	Assessment of individual project			X

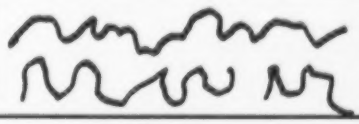
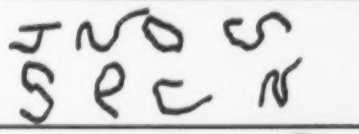
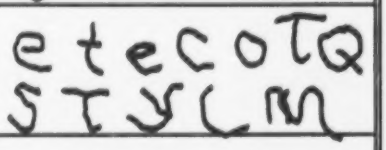
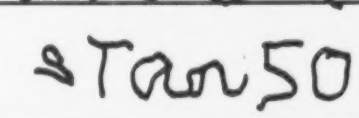
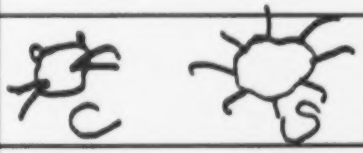
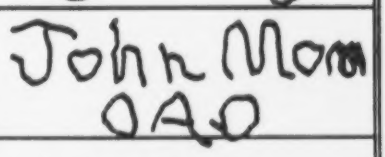
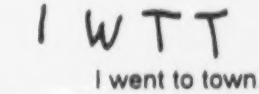
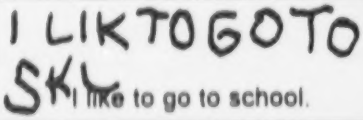
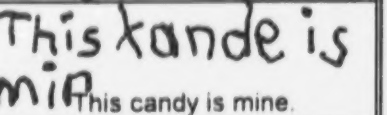
Target Skills	Intro-duced	Rein-forced	Long Term	Factual Level	Applied Analysis	Synth Eval	Sample Assessment Methods	Factual Level	Applied Analysis	Synth Eval
3. Write business letters of request, complaint, and opinion using a standard block format which include a heading, inside address, salutation, body, closing, and signature.		X	X		X	X	Assessment of individual project		X	X
4. Address a business envelope using full names and addresses for addressee and return addressee in appropriate locations.	X	X	X	X		X	Paper and pencil test	X		
5. Respond in writing to a teacher-prepared, descriptive prompt to score at least a 3.0 on Idaho's Direct Writing Assessment Fourth Grade Scoring Standard (modify as needed) and sixth grade anchor papers.		X	X		X		Assessment of individual project; student self-evaluation	X	X	X
9. Use such reference books as *Writer's Express* (D.C. Heath & Co., 1995) and *Write Source 2000* (D.C. Heath & Co., 1995) to enhance writing.		X	X		X	X	Student self-evaluation; teacher observation		X	X

Appendix A

Writing - Kindergarten
Skills-Based Scope and Sequence

Scoring Standard for Kindergarten Writing

SCORING STANDARD FOR KINDERGARTEN WRITING

Stage	Description	Samples
1. Scribble State	Sets starting point at any place on page	
2. Directional Scribble	Demonstrates left to right progression; may tend to progress downward .	
3. Symbolic/Mock letters	Uses personal or conventional formation	
4. Strings of Letters	Progresses from left to right, using upper and lower case letters	
5. Groups of letters	Groups letters with occasional spaces to resemble words	
6. Labeling Pictures	Matches beginning sounds with printed letters	
7. Environmental Print	Copies letters/words from environmental print with frequent reversals	
8. Letter/Word Representation	Uses first letter of word to represent entire word	 I went to town.
9. First/Last Letters for Word Representation	Uses beginning and ending sounds to represent entire word	bird
10. Medial Letter Sounds	Hears and writes words with beginning, middle, and ending sounds	 I like to go to school.
11. Beginning Phrase Writing	Uses all of above skills to construct "phrases" to convey the "story" of a picture	
12. Sentence Writing	Constructs words into sentence formation with more correct use of upper and lower case letters	 This candy is mine.

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